

## ***SOCIAL STUDIES*** ***Fifth Grade***

### **CULTURE**

*Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.*

| Key | Reporting Category |   |  |
|-----|--------------------|---|--|
| D   |                    | Explain how some immigrants preserved their traditional culture and created a new American culture.   |  |
| A   | USP 3              | Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).  |  |
| D   |                    | Explain governmental efforts to restrict immigrants entering into the United States.  |  |
| D   |                    | Explain how art, music, and literature reflected the times during which they were created.  |  |
| I   |                    | Give examples and describe the importance of cultural unity and diversity within and across groups.   |  |
| I   |                    | Identify significant examples of art, music, and literature from various periods in United States history.  |  |
| I   |                    | Describe how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture. |  |
| I   |                    | Summarize the contributions of people of selected racial, ethnic, and religious groups to our national liberty.   |  |
| D   |                    | Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.  |  |
| D   |                    | Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee.   |  |
| A   | USP 3              | Analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).   |  |

### **ECONOMICS**

*Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

|   |   |  |  |
|---|---|--|--|
| D |   | Identify the economic change from agricultural to industrial in late 19 <sup>th</sup> and early 20 <sup>th</sup> century.  |  |
| D |   | Describe economic issues of the 1920's and 1930's.   |  |
| D |   | Explain how the American economy changed after World War II.   |  |
| A | E | Differentiate between an economic boom and bust.   |  |
| A | E | Recognize the concept of buying on credit.   |  |
| A | E | Recognize how Americans used credit/installment plans to purchase consumer goods in the 1920's (i.e., vacuum cleaners, washing machines, radios, and other home appliances). |  |
| A | E | Analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i.e., Dust Bowl, Black Tuesday, Great Depression, and Hoovervilles).      |  |
| D |   | Describe the development of the free enterprise system in Tennessee and the United States.   |  |

#### **KEY**

**I = Introduced    D = Developing    M = Mastered    A = State Assessed**

#### **REPORTING CATEGORY**

**E= Economics    G= Geography    GC= Governance and Civics    USP 2 = United States Period 2    USP 3 = United States Period 3**

**Note: "A" Indicates the state curriculum (CRT assessment only).  
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|          |          |  |  |
|----------|----------|--|--|
| <b>A</b> | <b>E</b> | Interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).   |  |
| <b>D</b> |          | Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.   |  |
| <b>D</b> |          | Explain how supply and demand affects production and consumption in the United States.   |  |
| <b>I</b> |          | Give examples of the benefits of the free enterprise system in the United States.  |  |
| <b>I</b> |          | Describe global economic interdependence after World War II.   |  |
| <b>I</b> |          | Explain how the United States and Tennessee meet some of their needs through the purchase of domestic and international products domestically and internationally in today's global economy. |  |
| <b>A</b> | <b>E</b> | Differentiate between needs and wants on a personal and national level.  |  |
| <b>I</b> |          | Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States and other regions of the world.                                    |  |
| <b>D</b> |          | Explain how people historically and presently earn their living in different regions of the United States and Tennessee.   |  |
| <b>D</b> |          | Analyze how developments in transportation communication influenced economic activities in Tennessee.  |  |
| <b>D</b> |          | Explain how geographic factors influence the location of economic activities in Tennessee.   |  |
| <b>D</b> |          | Analyze the effects of immigration, migration, and limited resources on the economic development and growth of Tennessee and the United States.  |  |

## GEOGRAPHY

*Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.*

|          |          |   |  |
|----------|----------|---|--|
| <b>D</b> |          | Locate the major physical features and cities of the United States on a map or globe.   |  |
| <b>A</b> | <b>G</b> | Locate the 50 states using a map with each state outlined.  |  |
| <b>A</b> | <b>G</b> | Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers). |  |
| <b>A</b> | <b>G</b> | Locate information from an atlas entry.   |  |
| <b>A</b> | <b>G</b> | Locate a major United States city using latitude and longitude.   |  |
| <b>D</b> |          | Understand the latitude, longitude, the global grid and time zones of sites within the United States and Tennessee.   |  |
| <b>D</b> |          | Recognize landforms, climate, and natural resources as determining factors in the location and development of communities.  |  |
| <b>A</b> | <b>G</b> | Recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.  | Rainfall and the Forest, p.W73                         |
| <b>A</b> | <b>G</b> | Interpret a climograph.   |  |
| <b>D</b> |          | Describe human settlement patterns and land use in the United States and Tennessee.   |  |
| <b>A</b> | <b>G</b> | Identify the physical and political boundaries of Tennessee.  |  |
| <b>D</b> |          | Explain human modifications of the physical environment.  | Riparian Zone, p.W341<br>To Dam or Not to Dam, p.AW170 |
| <b>D</b> |          | Recognize the impact of extreme natural events on human history.  |  |
| <b>D</b> |          | Recognize population characteristics of Tennessee and the United States.  |  |
| <b>A</b> | <b>G</b> | Determine America's population shifts by interpreting a population map.   |  |

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|          |  |   |  |
|----------|--|---|--|
| <b>D</b> |  | Identify and locate the geographical regions of the United States.                  |  |
| <b>D</b> |  | Explore ways technological advances enabled people to overcome geographic barriers. |  |

## GOVERNANCE AND CIVICS

*Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.*

|          |           |  |  |
|----------|-----------|--|--|
| <b>D</b> |           | Describe important individual rights including freedom of religion, speech, and press and the rights to assemble and to petition the government.   |  |
| <b>D</b> |           | Describe important due process rights including trial by jury and the right to an attorney.  |  |
| <b>D</b> |           | Identify and compare leadership qualities of national leaders, past and present.   |  |
| <b>I</b> |           | Recognize that a variety of formal and informal actors influence and shape public policy.  |  |
| <b>D</b> |           | Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.  |  |
| <b>D</b> |           | Identify the reasons for and describe the systems of checks and balances outlined in the United States Constitution.   |  |
| <b>D</b> |           | Summarize the reasons for the creation of the Bill of Rights.  |  |
| <b>A</b> | <b>GC</b> | Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.  |  |
| <b>D</b> |           | Summarize selected amendments to the Constitution such as those extending voting rights of United States citizens.   |  |
| <b>A</b> | <b>GC</b> | Select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).  |  |
| <b>A</b> | <b>GC</b> | Recognize the rights established by the 13th, 14th, 15th and 19th amendments.  |  |
| <b>I</b> |           | Analyze the post-Civil War amendments to the United States Constitution.   |  |
| <b>D</b> |           | Identify examples of rights and responsibilities of citizens.  |  |
| <b>I</b> |           | Examine the influence of public opinion on personal decision-making and government policy on public issues.  |  |
| <b>I</b> |           | Explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.  |  |
| <b>D</b> |           | Explain how to contact elected and appointed leaders in state and local governments.   |  |
| <b>D</b> |           | Identify key ideals of the United States' democratic republican form of government such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations.                      |  |
| <b>D</b> |           | Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.   |  |
| <b>D</b> |           | Use knowledge of facts and concepts drawn from history along with elements of historical inquiry to inform decision making and action taking on public issues.   |  |
| <b>D</b> |           | Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant.  |  |
| <b>A</b> | <b>GC</b> | Recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King, Jr. Day, Veteran's Day, Memorial Day, or Thanksgiving). |  |
| <b>I</b> |           | Describe how public policies are used to address issues of public concern.   |  |
| <b>A</b> | <b>GC</b> | Recognize situations requiring conflict resolution.  |  |
| <b>I</b> |           | Distinguish between national and state governments and compare their   |  |

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|          |           |  |  |
|----------|-----------|--|--|
|          |           | responsibilities in the United States federal system.  |  |
| <b>A</b> | <b>GC</b> | Recognize the differences between the Tennessee State Constitution and the United States Constitution.   |  |
| <b>A</b> | <b>GC</b> | Distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.                              |  |
| <b>I</b> |           | Explain how individuals can participate in civic affairs and political parties at the national level.  |  |
| <b>I</b> |           | Identify leaders in the national governments, including the president and selected members of Congress, and their political parties and describe how they are elected. |  |

## HISTORY

*History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**\* Some state performance indicators are listed in more than one era. These may be assessed in any of the eras in which they appear, but not necessarily in all eras in which they appear.**

### Civil War and Reconstruction (1850-1877)

|            |                 |  |  |
|------------|-----------------|--|--|
| <b>I/D</b> |                 | Identify the locations of the southern and northern states.  |  |
| <b>I/D</b> |                 | Identify the advantages and disadvantages of northern and southern economic resources.   |  |
| <b>I/D</b> |                 | Identify similar and different northern and southern social and cultural customs.  |  |
| <b>A</b>   | <b>USP 2</b>    | Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states; pictorial representations of crop production; reading timelines; and interpreting bar graphs showing human, natural, and man-made resources). |  |
| <b>I/D</b> |                 | Identify sectional interests that led to the Civil War.  |  |
| <b>I/D</b> |                 | Describe the role of Tennessee in the Civil War.   |  |
| <b>I/D</b> |                 | Chart the course of major events throughout the Civil War.   |  |
| <b>A</b>   | <b>USP 2</b>    | Recognize military and nonmilitary leaders from the North and South during Civil War (i.e., Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Jefferson Davis).   |  |
| <b>I/D</b> |                 | Identify components of the various plans for Reconstruction.   |  |
| <b>I/D</b> |                 | Evaluate the successes and failures of Reconstruction plans.   |  |
| <b>I/D</b> |                 | Decide the reasons for successes and failures of the various Reconstruction plans.   |  |
| <b>I/D</b> |                 | Assess the lasting impact of the Civil War and Reconstruction.   |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret timelines that depict major historical post-Civil War events.  |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).                          |  |
| <b>*A</b>  | <b>USP 2</b>    | Determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, and lack of revenue).  |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret a primary reading sample.  |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Use tools of social science inquiry such as surveys, statistics, maps, and documents.  |  |

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### Era 6 - The Development of the Industrial United States (1870-1900)

|            |                 |   |  |
|------------|-----------------|---|--|
| <b>I/D</b> |                 | Analyze the effects of immigration, migration, and resources on the economic development and growth of the United States.   |  |
| <b>*A</b>  | <b>USP 2</b>    | Determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, and lack of revenue).   |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret timelines that depict major historical post-Civil War events.   |  |
| <b>I/D</b> |                 | Identify individual leaders of business and industry.   |  |
| <b>I/D</b> |                 | Explain how industry and mechanization changed ways of life in America and Tennessee.   |  |
| <b>I/D</b> |                 | Understand the rise of the American labor movement.   |  |
| <b>I/D</b> |                 | Describe how armed conflict, purchases, treaties, and land settlement resulted in further American expansion.   |  |
| <b>I/D</b> |                 | Assess the resistance of various groups to United States expansion.   |  |
| <b>I/D</b> |                 | Describe the people, lifestyles, and liberties in the American West.  |  |
| <b>I/D</b> |                 | Trace the growth and necessity of the Chinese in the American West.   |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services). |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret a primary reading sample.   |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Use tools of social science inquiry such as surveys, statistics, maps, and documents.   |  |

### Era 7 - The Emergence of Modern America (1890-1930)

|            |                 |  |  |
|------------|-----------------|--|--|
| <b>I/D</b> |                 | Identify various Progressive reform efforts and their leaders.   |  |
| <b>I/D</b> |                 | Explain how rural areas and urban centers changed as a result of immigration and migration.  |  |
| <b>A</b>   | <b>USP 3</b>    | Recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).   |  |
| <b>I/D</b> |                 | Identify areas in the world where the United States participated in diplomatic affairs and armed conflict.   |  |
| <b>I/D</b> |                 | Explain the causes of the Spanish-American War and World War I.  |  |
| <b>I/D</b> |                 | Identify contributions of Tennessee natives such as Alvin York and Ida B. Wells.   |  |
| <b>*A</b>  | <b>USP 3</b>    | Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley). |  |
| <b>I/D</b> |                 | Explain how American life changed dramatically due to the economical, technology, and ecological disasters.  |  |
| <b>I/D</b> |                 | Describe American life in the 1920's including the impact of Constitutional amendments.  |  |
| <b>I/D</b> |                 | Explain the significance of the Harlem Renaissance.  |  |
| <b>I/D</b> |                 | Explain Tennessee's role in the women's suffrage movement.   |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret timelines that depict major historical post-Civil War events.  |  |

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|    |          |   |  |
|----|----------|---|--|
| *A | USP 2, 3 | Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services). |  |
| *A | USP 2, 3 | Interpret a primary reading sample.   |  |
| *A | USP 2, 3 | Use tools of social science inquiry such as surveys, statistics, maps, and documents.   |  |

#### Era 8 - The Great Depression and World War II (1929-1945)

|     |          |   |   |
|-----|----------|---|---|
| I/D |          | Explain the events that led to the Great Depression.  |   |
| I/D |          | Describe how the Great Depression affected American society as a whole.   |   |
| I/D |          | Explain how Americans addressed the social and economic problems brought on by the Great Depression.  |   |
| I/D |          | Describe how the Tennessee Valley Authority impacted life in Tennessee.   | To Dam or Not to Dam, p.AW170 (Variation) |
| I/D |          | Describe the political and economic events that led to World War II.  |   |
| I/D |          | Identify the significance of Pearl Harbor, D-Day, and Hiroshima.  |   |
| I/D |          | Identify Tennessee's involvement and the contributions of Tennessee natives such as Cordell Hull to the war effort.   |   |
| *A  | USP 3    | Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley).  |   |
| I/D |          | Explain the political and economic effects of World War II on Europe and the United States.   |   |
| I/D |          | Explain the social effects of World War II on American life.  |   |
| I/D |          | Describe Japanese-American internment and its conflict with American ideals.  |   |
| *A  | USP 3    | Interpret timelines that depict major historical post-Civil War events.   |   |
| *A  | USP 2, 3 | Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services). |   |
| *A  | USP 2, 3 | Interpret a primary reading sample.   |   |
| *A  | USP 2, 3 | Use tools of social science inquiry such as surveys, statistics, maps, and documents.   |   |
| *A  | USP 3    | Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).  |   |

#### Era 9 - Postwar United States (1945-1970's)

|     |       |  |  |
|-----|-------|--|--|
| I/D |       | Explain how the American economy changed after World War II.   |  |
| I/D |       | Describe the influences of World War II on American society.   |  |
| *A  | USP 3 | Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women). |  |
| I/D |       | Describe the role of the United Nations in international affairs.  |  |
| I/D |       | Explain United States' involvement in Korea and Vietnam.   |  |
| I/D |       | Describe the Soviet and American relationship during the Cold War.   |  |
| I/D |       | Identify major political events of the presidential administrations during the Cold War.   |  |
| I/D |       | Explain why the United States became involved in the space race.   |  |

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|            |                 |   |  |
|------------|-----------------|---|--|
| <b>I/D</b> |                 | Describe the struggle for racial and gender equality.   |  |
| <b>I/D</b> |                 | Explain Brown vs. Board of Education and its importance to the Civil Rights Movement.   |  |
| <b>I/D</b> |                 | Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr. and Caesar Chavez.  |  |
| <b>*A</b>  | <b>USP 3</b>    | Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown vs. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights March, American Indian Movement [AIM], and the Civil Rights Act of 1964).           |  |
| <b>*A</b>  | <b>USP 3</b>    | Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley).  |  |
| <b>I/D</b> |                 | Describe Tennessee's involvement during the Civil Rights movement.  |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret timelines that depict major historical post-Civil War events.   |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services). |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret a primary reading sample.   |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Use tools of social science inquiry such as surveys, statistics, maps, and documents.   |  |

**Era 10 - Contemporary United States (1968 to the present)**

|            |                 |   |  |
|------------|-----------------|---|--|
| <b>I/D</b> |                 | Explain how Watergate impacted the Nixon administration and Americans.  |  |
| <b>I/D</b> |                 | Describe the changing relationships between the United States and foreign countries.  |  |
| <b>I/D</b> |                 | Explain the significance of the Iran crisis.  |  |
| <b>I/D</b> |                 | Describe political and geographic changes in Europe following the fall of the Soviet Union.   |  |
| <b>I/D</b> |                 | Describe the growing impact of the media on public opinion.   |  |
| <b>I/D</b> |                 | Explain the effect of the computer on contemporary life in America.   |  |
| <b>I/D</b> |                 | Describe global environmental issues.   | Here Today, Gone Tomorrow, p.W154<br>Hazardous Links, Possible Solutions, p.W326<br>World Travelers, p.W330<br>Net Gain, Net Effect, p.AW85<br>Aiming to Save, p.FW222 |
| <b>I/D</b> |                 | Describe the contributions of Tennesseans to the arts.  |  |
| <b>*A</b>  | <b>USP 3</b>    | Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown vs. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights March, American Indian Movement [AIM], and the Civil Rights Act of 1964).           |  |
| <b>*A</b>  | <b>USP 3</b>    | Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services). |  |
| <b>*A</b>  | <b>USP 2, 3</b> | Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services). |  |
| <b>*A</b>  | <b>USP 2,</b>   | Interpret a primary reading sample.   |  |

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|           |                 |   |  |
|-----------|-----------------|---|--|
|           | <b>3</b>        |   |  |
| <b>*A</b> | <b>USP 2, 3</b> | Use tools of social science inquiry such as surveys, statistics, maps, and documents. |  |

## INDIVIDUALS, GROUPS, AND INTERACTIONS

*Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

|          |  |   |  |
|----------|--|---|--|
| <b>I</b> |  | Identify and describe examples of tension between an individual's beliefs, government policies, and laws.   |  |
| <b>I</b> |  | Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics. |  |
| <b>I</b> |  | Identify and describe factors that either contribute to cooperation or cause disputes within and among groups and actions.                                    |  |
| <b>I</b> |  | Give examples of the role of institutions in furthering both continuity and change.   |  |
| <b>I</b> |  | Identify examples of institutions and describe the interactions of people with institutions.  |  |
| <b>I</b> |  | Analyze the role of individuals and groups in elections.  |  |

## SOCIAL STUDIES PROCESS STANDARDS

*The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.*

|          |  |   |                                    |
|----------|--|---|------------------------------------|
| <b>D</b> |  | Detect cause and effect relationships to acquire information.   |                                    |
| <b>D</b> |  | Distinguish between fact and opinion to recognize propaganda to acquire information.  |                                    |
| <b>D</b> |  | Use maps, graphs, globes, media, and technology sources to acquire information.   |                                    |
| <b>D</b> |  | Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.                       | Museum Search for Wildlife, p.W182 |
| <b>D</b> |  | Identify relevant factual material to problem solve and analyze data.   |                                    |
| <b>D</b> |  | Classify information by source, chronology, and importance to problem solve and analyze data.   |                                    |
| <b>D</b> |  | Critically examine data from a variety of sources to problem solve and analyze data.  |                                    |
| <b>D</b> |  | Detect bias in data presented in a variety of forms to problem solve and analyze data.  |                                    |
| <b>D</b> |  | Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.  |                                    |
| <b>D</b> |  | Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.                |                                    |
| <b>D</b> |  | Construct and analyze timelines for historical awareness.   |                                    |
| <b>D</b> |  | Utilize community resources such as field trips, guest speakers, and museums for historical awareness.  | Museum Search for Wildlife, p.W182 |
| <b>D</b> |  | Incorporate the use of technological resources for historical awareness.  |                                    |
| <b>D</b> |  | Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness. |                                    |

### KEY

**I = Introduced   D = Developing   M = Mastered   A = State Assessed**

### REPORTING CATEGORY

**E= Economics   G= Geography   GC= Governance and Civics   USP 2 = United States Period 2   USP 3 = United States Period 3**

**Note: "A" Indicates the state curriculum (CRT assessment only).  
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**